

Standard 3-5: The students will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations. (H, E, G)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (3-1.4)

In 4th grade, students will use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and the Oregon trails. (4-5.5)

In 5th grade, students will explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy... (5-3.3). Students will summarize the stock market crash of 1929 and the Great Depression, including ... migration from rural areas (5-4.2). They will summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s (5-3.4).

In 8th grade, students will compare migration patterns within South Carolina and in the United States as a whole,... including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement (8-5.4). Students will also explain the impact of World War I on South Carolina, including...the impact of emigration to industrial jobs in the North (8-6.2). Students will explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina (8-7.3).

In United States History, students will explain the causes and effects of urbanization in late nineteenth century America, including the movement from farm to city,... and the migration of African Americans to the North and the Midwest (USHC-5.5). Students will also explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods ... (USHC 5.6). They will summarize key economic issues in the United States since the fall of communist states, Including...Immigration... (USHC-10.2)

It is essential for students to know

Migration is an essential understanding that will be addressed repeatedly in the standards. Students must understand what the term migration means, the difference between emigration and immigration, and that both 'push' and 'pull' factors influence migration.

During the late 19th century, African Americans began to emigrate from South Carolina to the North and Midwest. They were pushed from South Carolina by segregation, discrimination and the violence of the Ku Klux Klan (3-5.3) as well as by the cycle of poverty of sharecropping and the lack of other economic opportunities in the state. They were pulled by jobs in other states, particularly at the time of World War I. Although segregation was practiced in the North and Midwest, segregation was not mandated by law as it was in South Carolina. African Americans were allowed to vote in regions outside of the South.

This movement is known in American history as the Great Migration and led to the flowering of African American culture in the Harlem Renaissance.

Internal migration occurred in South Carolina as a result of the cycle of poverty of sharecropping (push) and the opportunity for work in the textile mills (pull) that was provided for whites and a few African Americans. Improved sanitation and water lines and the greater availability of electricity in cities such as Charleston, Greenville and Columbia also made mill towns around these cities attractive to poor workers and their families. However, mill workers were not well paid and most could not afford to buy the conveniences that electricity made possible.

As a result of both the emigration of African Americans and the internal migration of white farm families to mill towns, agriculture in South Carolina was impacted, particularly the planting and harvesting of labor intensive crop such as cotton.

Students should be able to use maps to understand migration patterns.

It is not essential for students to know how many South Carolinians emigrated from the state or moved from farms to mill towns. Students do not need to know specifics about the Harlem Renaissance or the South Carolinians who were part of it. They do not need to know how much mill workers were paid or how much modern conveniences run by electricity cost.

Assessment guidelines: Appropriate assessment would require students to **explain** the causes and effects of migration on South Carolina. Students should be able to **compare** the migration patterns of African American and white South Carolinians.